Online Supplement

This supplement contains:
- Full materials
- Supplemental studies

Experiment 1 Full Manipulation
Below is the full manipulation for Session 1 in the treatment and control conditions. Rows
represent page breaks, here and in all manipulations written out below.

Advice-Giving (Treatment)	Advice-Receiving (Control)
We are thrilled to invite you to be a coach to a younger student. You will give this student advice on how to succeed in school.	We are thrilled to invite you to receive some advice from an expert teacher. This expert teacher will give you advice on how to succeed in school.
Being in school can be really hard. Here's how the coaching program works: Some younger students wrote short notes requesting advice. We'd like you to respond to one submitted note and offer advice.	Being in school can be really hard. Here's how the coaching program works: Some expert teachers wrote short notes with their best advice. We'd like you to read their notes and soak up their advice.
Please click to the next page to view the letter to which you've been assigned.	
Hi, Thanks for reading my note and giving advice. So far I think I'm sometimes not working hard enough to do BETTER. Like the first time I do an assignment I do ok, but then when someone asks me to revise it I'm not so motivated since I already did it once. When the school day is over I sort of check out but I need to be online to learn vocabulary. How do you motivate yourself to do stuff like this?	*Hi, Here is some advice. Trying your hardest is always the way to go. You should always try and do BETTER. Don't settle. Always try to make things better and better. You need to put in your full effort, not just coast by! Sometimes that means putting in a lot of time after the school day ends, like studying vocabulary online. It's very important to apply yourself to your work, even once the school day is over.*
Please write a short letter back with some advice. If you can, draw on your own experiences. The letter is copied below in italics in case you want to look at it as you write your reply. [Letter re-inserted here.]	In the box below, tell us whether this advice makes sense to you. If you can, draw on your own experiences. The letter is copied below in italics in case you want to look at it as you write your reply. [Letter re-inserted here]
Great, thank you for your response!	Great, thank you for your response!

The structure of each of the three sessions followed the same format. However, the letter (from a younger student or from an expert teacher) changed each time. Below are the notes for each of the two conditions for Session 2 and Session 3:

Advice-Giving (Treatment)	Advice-Receiving (Control)
Hi, I was told that my letter would be given to someone who can advise me on stuff I'm struggling with in school. Sometimes all I want is to just finish my work. I'm not so into the quality and I'm not really putting in my best effort. Instead, I see that I'm just going through the motions trying as hard as I can to be done as soon as possible. I think I need to start spending more time on schoolwork after school, for example, studying online. How do	*Hi, I was told that my letter would be given to someone who needs advice on doing well in school. Here's something important: make sure you are putting in the necessary time to complete your work. Don't rush to finish your work as soon as possible or just go through the motions. Make it good quality. Put in your best effort. Spend time on schoolwork after school whenever you have the chance, for example, studying online!*

you motivate yourself to do this? Please tell me!	
Hi, Once the school day is over I sort of check out but I really need to be working hard online to learn vocabulary and doing other homework too. How do you motivate yourself for stuff like this? Thank you!	*Hi, Once the school day is over students may be tempted to check out, but you really need to be working hard online to learn vocabulary and doing other homework too. Motivating yourself to do this stuff is so important. Thank you!*

Experiment 2 Full Manipulation

Pursuers	Predictors
Do you trying to lose weight? Y/N Are you in a romantic relationship? Y/N Do you struggle to save money? Y/N ***Note: only participants who answered "yes" to this third question qualified to participate.*** Demographics: ~Age ~Gender Today's activity will involve a fair amount of writing. This activity is a warm-up. In the box below, write a few sentences about the last full meal you ate. [Open text box] Today, you're going to participate in a few brief activities. Click next to get started.	
Activity #1 -- Give Advice In this activity, please write in your best money saving advice. Keep it brief. Just write a few sentences.	**Activity -- Reflection** In this activity, please reflect on piggy banks. Do you think it's good for young kids to have piggy banks? Keep it brief. Just write one or two sentences.
Activity #2 -- Receive Advice In this activity, we're going to share some advice from *America Saves*. Click next to read it.	**Activity – Read an Excerpt** In this activity, we're going to share a short excerpt about the history of money. Click next to read it.
Participants saw one of the following three pieces of advice: **From *America Saves*:** Save automatically. Setting up automatic savings is the easiest and most effective way to save, and it puts extra cash out of sight and out of mind. Every pay period, have your employer deduct a certain amount from your paycheck and transfer it to a retirement or savings account. Ask your HR representative for more details about how to set this up. Or every month, have	*Participants saw one of the following two excerpts:* **Excerpt:** In Politics Book 1:9 (c.350 B.C.) the Greek philosopher Aristotle contemplated on the nature of money. He considered that every object has two uses, the first being the original purpose for which the object was designed, and the second possibility is to conceive of the object as an item to sell or barter. The assignment of monetary value to an otherwise insignificant object such as a coin or

your bank or credit union transfer a fixed amount from your checking account to a savings or investment account. Learn more about automatic savings here. **From *America Saves*:** Treat yourself, but use it as an opportunity to save. Match the cost of your nonessential indulgences in savings. So, for example, if you splurge on a smoothie while out running errands, put the same amount into your savings account. **From *America Saves*:** Place a savings reminder on your card. Remind yourself to think through every purchase by covering your card with a savings message, such as "Do I really need this?" Write the message on a piece of masking tape or colorful tape on your card.	promissory note arises as people and their trading associate evolve a psychological capacity to place trust in each other and in external authority within barter exchange. **Excerpt:** With barter, an individual possessing any surplus of value, such as a measure of grain or a quantity of livestock could directly exchange that for something perceived to have similar or greater value or utility, such as a clay pot or a tool.

In your own words, summarize what you just read.
[Open text box]

	Next, we'd like you to weigh in on a question. Our team works with people who are trying to motivate themselves to save money. One individual completed two activities, and we want you to tell us which of these two activities you expect this other person found more motivating. Click to the next page to learn about the first activity.
	Activity #1 -- Give Advice In this activity, the participant offered money saving advice to others. See below for the advice he/she wrote in: [Piped advice from yoked pursuer inserted here.]
	Activity #2 -- Receive Advice In this exercise, the participant received financial advice from *America Saves*.

| | See below for the advice he/she received from *America Saves*.

[*1 of the 3 paragraphs of money-saving advice seen by pursuers was re-inserted here. See pursuer condition for the exact excerpts*.] |
| Today, you completed two separate activities - in one you gave advice, and in the other you received advice.

While each of these activities could potentially motivate you to save money, we're interested in which activity had a greater impact.

Of the two activities that you completed, which made you feel more motivated to save money?

Giving Advice   Receiving Advice | In summary, you just learned about a participant who completed two separate activities—in one he/she gave advice, and in the other, he/she received advice.

While each of these activities could potentially motivate someone to save money, we're interested in which activity will have a greater impact.

Of the two activities, which do you think will make this person feel more motivated to save money?

Giving Advice   Receiving Advice |

*   *   *

An identical procedure was followed across the other 3 self-regulatory domains (interpersonal domain, health domain, work domain). However, the exact content of the expert advice (seen by pursuers and predictors) as well as the two initial buffer activities (completed by predictors) differed by domain. In the two tables you can find the exact expert advice and the exact two buffer activities that were shown in the interpersonal, health, and work domains, respectively:

Expert Advice (by domain)

Interpersonal	Health	Work
Advice from the American Psychological Association: "Silly humor" can help defuse rage in a number of ways. For one thing, it can help you get a more balanced perspective. When you get angry and call someone a name or refer to them in some imaginative phrase, stop and picture what that word would literally look like.	**Advice from Mayo Clinic:** You get home from work, make dinner, and watch a few episodes of Game of Thrones while you enjoy your meal. Sounds harmless enough, but this could cause you to gain weight. One reason: Since you aren't moving, there's a good chance you're sipping or nibbling on something without thinking about how much you're eating. That's why one should establish a rule of no TV or "screen time" (that	**Advice from *The Muse*:** You want that job search to last and last? Well, then continue to rely solely on submitting online applications. You want to accelerate this bad boy? Don't stop once you apply online for that position. Start finding and then endearing yourself to people working at that company of interest. Schedule informational interviews with would-be peers. Approach an internal recruiter and ask a few

	includes smartphones, tablets and computers!) while eating.	questions. Get on the radar of the very people who might influence you getting an interview.
Advice from the American Psychological Association: Sometimes, our anger and frustration are caused by very real and inescapable problems in our lives. Not all anger is misplaced, and often it's a healthy, natural response to these difficulties. There is also a cultural belief that every problem has a solution, and it adds to our frustration to find out that this isn't always the case. The best attitude to bring to such a situation, then, is not to focus on finding the solution, but rather on how you handle and face the problem.	**Advice from Mayo Clinic:** When most people start a weight-loss program, they set "outcome goals": those that focus on an end result like "I want to weigh 125 pounds" or "I want to lose 30 pounds." While these kinds of goals can be helpful, they're not as effective as "performance goals," or those that focus on a process or action such as "I will walk 30 minutes each day" or "I will eat four servings of vegetables each day."	**Advice from *The Muse*:** When you apply for a job via an online application process, it's very likely that your resume will first be screened by an applicant tracking system and then (assuming you make this first cut) move onto human eyeballs. The first human eyeballs that review your resume are often those of a lower level HR person or recruiter, who may or may not understand all of the nuances of that job for which you're applying. Thus, it behooves you to make it very simple for both the computer and the human to quickly connect their "Here's what we're looking for" to your "Here's what you can walk through our doors and deliver."
Advice from the American Psychological Association: Simple relaxation tools, such as deep breathing and relaxing imagery, can help calm down angry feelings. There are books and courses that can teach you relaxation techniques, and once you learn the techniques, you can call upon them in any situation. If you are involved in a relationship where both partners are hot-tempered, it might be a good idea for both of you to learn these techniques. Some simple steps you can try: (1) Breathe deeply, from your diaphragm; breathing from	**Advice from Mayo Clinic:** "Your ability to control portions and plan meals will make or break your weight-loss efforts." Cook recipes that yield more than one portion so you'll have leftovers to eat for lunch, and prep healthy snacks in advance — slice fruits and veggies and parcel out portions of nuts, popcorn, and other healthy bites. That way, you'll have something healthy to reach for the next time a snack attack hits. When you do eat out, make healthier choices: Pick broth-based or tomato-based soups instead of creamed soups and chowders, choose entrees that feature vegetables or fish, and try to	**Advice from *The Muse*:** I once placed a candidate into an engineering role with a company that manufactures packaging equipment. He was competing head-to-head with another engineer, who had similar talents and wanted the job just as badly. My candidate sent a thoughtful, non-robotic thank you note to each person with whom he'd interviewed.

| your chest won't relax you. Picture your breath coming up from your "gut."
(2) Slowly repeat a calm word or phrase such as "relax," "take it easy." Repeat it to yourself while breathing deeply.
(3) Use imagery; visualize a relaxing experience, from either your memory or your imagination. | skip dessert (if you just can't resist, choose a fruit-based treat). | |

Buffer Activities in the Predictor Condition (by domain):

Interpersonal	Health	Work
In this first writing activity, please take a minute to reflect: Do you think people in the 21st century are more likely to have tempers compared to people who lived in the 15th century? Tell us what you think and why.	In this first writing activity, please take a minute to reflect: Do you think it's harder to be overweight in hot or cold climates? Tell us what you think and why.	In this first writing activity, please take a minute to reflect: What do you think are the sort of jobs that people will work in 100 years? Tell us what you think and why.
Next, we'd like you to read the excerpt on the next page. It discusses how the brain helps regulate emotions.	Next, we'd like you to read the excerpt on the next page. It discusses the history of nutrition guides and guidelines.	Next, we'd like you to read the excerpt on the next page. It discusses the history of work.
Excerpt 1: From a neurobiological perspective, different parts of the brain have been increasingly implicated in emotion regulation processes. In particular, structures in the limbic system, such as the amygdala, are important in learned emotional associations that become more automatic over time (i.e. bottom-up emotion generating processes) whereas other structures in the brain, particularly areas located in the frontal lobes as well as the anterior cingulate cortex, have been implicated in the regulation of emotion	**Excerpt 1:** The USDA food pyramid was created in 1992 and divided into six horizontal sections containing depictions of foods from each section's food group. It was updated in 2005 with colorful vertical wedges replacing the horizontal sections and renamed MyPyramid. MyPyramid was often displayed with the food images absent, creating a more abstract design.	**Excerpt 1:** Labor history or labour history is a sub-discipline of Social History which specialises on the history of the working classes and the labor movement. The central concerns of labor historians include industrial relations and forms of labor protest (strikes, lock-outs), the rise of mass politics (especially the rise of Socialism) and the social and cultural history of the industrial working classes. Labor historians may also concern themselves with issues of gender, race, ethnicity and other factors

(i.e. top-down emotion regulation). Although it is useful to consider these areas and their underlying processes in isolation, subcortical emotion generating structures and cortical emotion regulating structures interact in complex ways that result in behaviors that are indicative of the regulation of emotion (Ochsner & Gross, 2007).		besides class but chiefly focus on urban or industrial societies which distinguishes it from Rural history.
Excerpt 2: From a neurobiological perspective, different parts of the brain have been increasingly implicated in emotion regulation processes. Given the prolonged development of the frontal lobes, including areas that are important for emotion regulation (Diamond, 2002), it is important to consider emotion regulation, particularly early in life, as a developmental process that unfolds over time. Highlighting the importance of considering both emotion and emotion regulation from a developmental perspective are recent findings that hint at the possibility that higher levels of negative emotions, largely mediated by subcortical structures, may over time compromise early developing regulation (e.g., Bridgett et al., 2009 [see also Calkins, 2002 and Stifter & Spinrad, 2002).	**Excerpt 2:** In an effort to restructure food nutrition guidelines, the USDA rolled out its new MyPlate program in June 2011. My Plate is divided into four slightly different sized quadrants, with fruits and vegetables taking up half the space, and grains and protein making up the other half. The vegetables and grains portions are the largest of the four.	**Excerpt 2:** Labor history in the United States is primarily based in history departments, with occasional representation inside labor unions. The scholarship deals with the institutional history of labor unions and the social history of workers. In recent years there's been special attention to historically marginal groups, especially blacks, women, Hispanics and Asians.[6] The Study Group on International Labor and Working-Class History was established: 1971 and has a membership of 1000. It publishes International Labor and Working-Class History.[7] H-LABOR is a daily email-based discussion group formed in 1993 that reaches over a thousand scholars and advanced students.[8] the Labor and Working-Class History Association formed in 1988 and publishes Labor: Studies in Working-Class History of the Americas.

Experiment 1S: Advice Giving in Financial, Interpersonal, Health, and Work Domains

In Experiment 1S, we report on four pilot studies that were run prior to running the Experiment 2 as it is reported in the manuscript. These four pilot studies used smaller samples ($n = 50$ per condition), slightly different manipulations, and slightly different measures. Unlike Experiment 2 in the paper, these four pilots were run as four separate studies. They provided effect size estimates that were used to run a power analysis for the studies reported in the paper (Experiments 2-4).

Experiment 1Sa – The Financial Domain

Method

Participants. We recruited participants via Amazon Mechanical Turk (MTurk). In Experiment 1Sa-1Sd, we opened the study to 50 participants per condition. Participants of any nationality were allowed to participate, so long as their approval rating was at or above 90%. Participants were compensated $0.50 for participating, approximately $0.10 per minute. This same recruitment procedure was used across Experiment 1Sa-1Sd. In the present study, MTurk returned 98 respondents (63.3% female; $M_{age} = 35.50$, $SD_{age} = 11.09$).

Procedure. Participants first responded to three yes/no screening questions. Two of these questions were irrelevant to the present study ("Are you trying to lose weight?" "Are you in a romantic relationship?"). We included them to make it difficult for participants to guess our screening criterion (see Chandler & Paolacci, 2017). Only participants who responded affirmatively to the third question—"Do you struggle to save money?"—qualified to participate. Following these screening questions, participants reported basic demographics (age, gender, ethnicity), and were informed that the session would involve writing. Participants who chose to continue were assigned to condition.

All pursuers completed two activities, corresponding to the experimental conditions. In the giving condition (first activity), pursuers were asked to "write in your best money saving advice." They learned their advice would be shared with others who struggle to save money. In the receiving condition (second activity), pursuers read one of three randomly assigned paragraphs of advice from financial experts at *America Saves* (see Experiment 2 in the manuscript and materials in this supplement for details).

To make the receiving exercise equally active, pursuers then briefly summarized this advice. Next, as our main measure, pursuers indicated "Which activity made you feel more motivated to save money?" (*giving advice* = 1; *receiving advice* = 0).

Predictors learned about the two activities that pursuers experienced and reviewed the advice that was given and received by a yoked pursuer. Predictors then indicated "Which of these activities do you think will be more effective at motivating people to save money?" (*giving advice* = 1; *receiving advice* = 0).

Results

Here is an example of financial advice authored by one pursuer: "Don't make impulse purchases and stay out of stores if you don't really need to be there. Don't shop around online when you don't need things. Setup a savings account and put a set amount in there at least monthly."

In support of the first hypothesis, pursuers were more likely to choose giving than receiving, $\chi^2(1) = 4.59$, $p = .032$, $d = .64$, 95% CI = [.55, 1.23]. That is, 65.31% found giving advice more motivating, which is statistically greater than the 34.69% who found receiving advice more motivating.

In support of the second hypothesis, participants mispredicted this phenomenon. Whereas 65.31% of pursuers felt more motivated to save money by giving advice, only 38.78% of predictors predicted that people would find giving advice more motivating, $\chi^2(1) = 6.91$, $p = .009$, $d = .55$, 95% CI = [.14, .96].

Experiment 1Sb – The Interpersonal Domain

Method

  Participants. In the present study, MTurk returned 94 respondents (46.8% female; M_{age} = 33.97, SD_{age} = 10.63). This sample was 69.1% White, 13.8% Asian, 8.5% Black, 6.4% Other, and 2.1% Hispanic.

  Procedure. As in Experiment 1Sa, participants first responded to three yes/no screening questions. Only participants who responded affirmatively to the third question—"Do you struggle to control your temper?"—qualified to participate. Following these screening questions, participants reported basic demographics and were informed that the session would involve writing. Participants who chose to continue were assigned to condition.

  Pursuers and predictors completed the same procedure described in Experiment 1Sa. The only difference was that all materials focused on the giving and receiving of advice related to anger management. See Experiment 1Sa and the materials in this supplement for further details.

  As our main measure, pursuers then indicated "Which activity made you feel more motivated to control your temper?" (*giving advice* = 1; *receiving advice* = 0).

  Predictors learned about these activities and reviewed the advice that was given and received by a yoked pursuer. Predictors then indicated "Which of these activities do you think will be more effective at motivating people to control their tempers?" (*giving advice* = 1; *receiving advice* = 0).

Results

  Here is an example of the sort of anger management advice authored by one pursuer: "I argue with my husband often over politics. Sometimes during these arguments, I lose my temper. Now, when hot topics come up I simply disengage. I would rather keep my opinions to myself than have strife and anger in the home."
The majority of pursuers reported that giving advice was more motivating than receiving advice; yet, this trend, which is directionally similar to the trend in the previous study, was not statistically significant: $\chi^2(1)$ = 2.57, p = .109, d = .48, 95% CI = -.11, 1.10]. Whereas 61.70% of pursuers found giving advice more motivating, 38.3% found receiving advice more motivating.

  In support of the second hypothesis, people mispredicted this phenomenon. Whereas 61.7% of pursuers felt more motivated to control their tempers after giving advice, only 38.3% of predictors predicted that giving advice would be more motivating, $\chi^2(1)$ = 5.15, p = .023, d = .48, 95% CI = [.07, .90].

Experiment 1Sc – Health Domain
Method

  Participants. In the present study, MTurk returned 98 respondents (66.3% female; M_{age} = 38.59, SD_{age} = 13.30). This sample was 81.6% White, 10.2% Black, 4.1% Asian, 3.1% Hispanic and 1.0% Other.

  Procedure. As in the prior online experiments, participants first responded to three yes/no screening questions. Only participants who responded affirmatively to the third question— "Are you struggling to lose weight?"—qualified to participate. Following these screening questions, participants reported basic demographics (age, gender, ethnicity), and were informed that the session would involve writing. Participants who chose to continue were assigned to condition.

  Pursuers and predictors completed the same manipulation described in Experiment 1Sa. The only difference was that all materials focused on the giving and receiving of weight loss advice. In the receiving activity, participants read one of three randomly assigned paragraphs of weight loss advice from dieticians at the Mayo Clinic. See Experiment 2 and the materials in this supplement for further details.

  As our main measure, pursuers then indicated "Which activity made you feel more motivated to lose weight?" (*giving advice* = 1; *receiving advice* = 0).

Predictors learned about these activities and reviewed the exact advice that was given and received by a yoked pursuer. Predictors then indicated "Which of these activities do you think will be more effective at motivating people to lose weight?" (*giving advice* = 1; *receiving advice* = 0).

Results

Here is an example of weight loss advice authored by one pursuer: "My best advice for weight loss is to drink A LOT of water. It can give you the sensation of being full. Thirst can oftentimes be mistaken for hunger. It is a simple, easy thing to do!"

In support of the first hypothesis, pursuers were more likely to choose giving than receiving, $\chi^2(1) = 4.59$, $p = .032$, $d = .64$, 95% CI = [.55, 1.23]. That is, 65.31% found giving advice more motivating, which is statistically greater than the 34.69% who found receiving advice more motivating.

In support of the second hypothesis, people mispredicted this phenomenon. Whereas 65.31% of pursuers felt more motivated to lose weight after giving advice, only 30.61% predictors predicted that giving advice would be more motivating, $\chi^2(1) = 11.82$, $p = .001$, $d = .74$, 95% CI = [.32, 1.16]

Experiment 1Sd – Work Domain

Method

Participants. In the present study, MTurk returned 94 respondents (47.9% female; M_{age} = 34.61, SD_{age} = 11.14). This sample was 76.6% White, 8.5% Hispanic, 7.4% Asian, and 7.4% Black.

Procedure. As in prior online experiments, participants first responded to three yes/no screening questions. Only participants who responded affirmatively to the third question—"Are you unemployed and actively seeking employment?"—qualified to participate. Following these screening questions, participants reported basic demographics (age, gender, ethnicity), and were informed that the session would involve writing. Participants who chose to continue were assigned to condition.

Pursuers and predictors completed the same manipulation described in Experiment 1Sa. The only difference was that all materials focused on the giving and receiving of job search advice. See Experiment 2 and the materials in this supplement for further details.

As our main measure, pursuers then indicated "Which activity made you feel more motivated to search for jobs?" (*giving advice* = 1; *receiving advice* = 0).

Predictors learned about these activities and reviewed the exact advice that was given and received by a yoked pursuer. Predictors then indicated "Which of these activities do you think will be more effective at motivating people to search for jobs?" (*giving advice* = 1; *receiving advice* = 0).

Results

Here is an example of job search advice authored by one pursuer: "The best advice I can give to job seekers is stay positive and patient. Do your job searches diligently and fill out applications every day. Practice your interview skills at home and make sure you have a good resume and cover letter. In time you will find a job but you have to jump through all the hoops so stay positive and patient."

In support of the first hypothesis, pursuers were more likely to choose giving than receiving, $\chi^2(1) = 4.79$, $p = .029$, $d = .67$, 95% CI = [.07, 1.28]. That is, 65.96% of pursuers found giving advice more motivating, which is statistically greater than the 34.04% who found receiving advice more motivating.

In support of the second hypothesis, people mispredicted this phenomenon. Whereas 65.96% of pursuers were more motivated by giving advice, only 23.4% of predictors anticipated that giving advice would be more motivating, $\chi^2(1) = 17.22$, $p < .001$, $d = .95$, 95% CI = [.50,

1.39].

Experiment 2S: Giving Advice Instills Confidence

Experiment 4 in the manuscript demonstrated that confidence mediated the effect of condition on motivation. The present study replicates this finding, using a slightly different study design.

In this supplemental study we recruited participants struggling with a work-related issue: concentration. We hypothesized that pursuers, who advised others on how to focus more deeply at work, would experience a boost in confidence, which in turn would increase their motivation to focus. However, we did not expect predictors, who predicted the effect of giving advice on the giver, to anticipate these effects. Unlike Experiment 4 in the manuscript, we did not compare giving advice to receiving advice. Our more specific aim was to examine why advice-giving boosts motivation more than predictors expect it to.

We ran Experiment 2S on Prolific, a UK based online research platform. We also pre-registered on *AsPredicted* prior to running the experiment (https://aspredicted.org/blind.php/?x=e6ra3s).

Method

Participants. We recruited 50 pursuers and 50 predictors, for a total online sample of 100 participants (52.0% female; $M_{age} = 32.47$, $SD_{age} = 9.89$). Participants of any nationality were allowed to participate, so long as their Prolific approval rating was at or above 90%. Participants were compensated £0.50 for participating, approximately £0.10 per minute. This final sample was 82.0% White, 6.0% Asian, 5.0% Black, 5.0% Other, and 2.0% Hispanic.

Procedure. We used a 2-condition (pursuers vs. predictors) between-participants design. Each predictor was yoked to a pursuer.

All participants first responded to several yes/no screening questions. Two of these questions were irrelevant to the present study ("Are you in a romantic relationship?" "Do you try and live life to its fullest?"). Only participants who responded affirmatively to the third question—"Do you struggle to focus while working?"— qualified to participate.[1] Following these screening questions, participants reported basic demographics (age, gender, ethnicity), and were informed that the session would involve writing. Participants who chose to continue were assigned to condition.

Pursuers were prompted: "Write in your best job search advice." They were told that their advice would be shared with others struggling on the job market. Following this activity, pursuers indicated how confident they felt in their ability to focus on the job, as well as their motivation to do so.

Predictors learned about the advice giving activity, and reviewed the exact advice authored by one yoked pursuer. Following this, predictors indicated how confident and motivated they expected the yoked pursuer to be after giving advice.

To measure confidence (our mediator), pursuers endorsed a one-item measure of confidence ("I am totally confident that I could focus 100% during work if I wanted to," $1 = not$ *at all true*, and $5 = very much true$). Using the same 5-point scale, predictors endorsed a parallel item which referred to the yoked pursuer ("After engaging in this activity, I think this Prolific participant will be totally confident that he/she could focus 100% during work if he/she wanted to").

---

[1] We knew that only a percentage of participants who began the survey would qualify to participate based on this screening question. However, Prolific discourages researchers from including screen-out questions. As a result, we opened the survey and credited everyone who either passed the screening question and completed the survey, or did not pass the screening question (and therefore did not complete the rest of the survey). We kept the survey open until we had 50 participants in each condition who passed the screening question and completed the survey.

To assess motivation (our outcome variable), pursuers endorsed a single-item measure of motivation ("Right now, how motivated do you feel to focus 100% while working?," 1 = *not at all motivated* and 5 = *strongly motivated*). Using the same 5-point scale, predictors endorsed a parallel item which referred to the yoked pursuer ("After completing the activity, how motivated do you think this Prolific participant will feel to focus 100% while working?"). Finally, participants self-reported gender, ethnicity, and age.

Results

Our primary theoretical interest was in whether confidence would mediate the association between condition (pursuer vs. predictor) and motivation. Condition (pursuer vs. predictor) positively predicted confidence ($\beta = 0.64$, $p = .003$), and directionally, but not significantly, predicted motivation ($\beta = 0.36$, $p = .073$). Confidence positively predicted motivation, even when controlling for condition ($\beta = 0.56$, $p < .001$). As hypothesized, confidence mediated the effect of condition (pursuer versus predictor) on motivation ($\beta_{indirect} = .36$, SE = .14, 95% CI [.11, .65]; based on 10,000 bootstrap samples). In sum, pursuers who gave advice experienced a surge in confidence, which in turn raised their motivation. Predictors mispredicted the motivational power of advice-giving because they did not anticipate that giving advice would increase confidence.

Regression Script for Experiment 2S

Here is the regression script to run the mediation analysis using a PROCESS macro in SPSS: *process vars = cond med1 dv/y=dv/x=cond/m=med1/model=4/boot=10000/normal=1/percent=1/total=1.*

Note on Supplemental Studies

The reader may note that the effect sizes for Hypothesis 1 are larger in the paper than in the supplemental studies. One possible reason for this is that in the supplemental studies, received advice was called "expert advice." We believe many participants used this as a heuristic: If the advice was from an "expert," then they automatically categorized it as better and more motivating. Removing mention of "expert" likely made people more inclined to choosing giving advice over receiving advice (hence the larger effect sizes reported in the paper).